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College grad: Gladly would he learn and gladly teach, The College Eye, July 29, 1955

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## Editorials in the Eye . . .

# Thanks And Good Bye

As the last issue of the Summer EYE goes to press, it seems to be traditional for the editor to say farewell and thanks to everyone who helped put the paper out each Friday.

Looking back, it hasn't all been easy. We've made many mistakes (even running a picture upside down once) and probably irritated many people. On the other hand, in spite of the mistakes, deadlines, a linotype operator who can set type faster than we can write it and the task of filling 300 inches of blank paper each week when nothing newsworthy happens, we can honestly say we have enjoyed it and are sorry to see our term of office expire.

Many, many words of appreciation to the printers for their patience on Thursdays when the EYE goes to press, engravers who always returned pictures on time, advertisers who supported the paper, janitors who did their best to keep our office clean, readers who contributed helpful ideas, a certain staff member of the College Relations office whose ideas and news releases have often filled a large portion of the EYE, especially to the staff, without whom there would have been no paper and also to two ex-staff members who still contributed time and effort.

With this, the summer staff turns over the paper to the new staff of next fall and wishes them good luck.

Barbara Smith

## Why Johnny Can Read

Dr. Flesch has written a book on a topic which is perennially significant to teachers and parents of young children—the problem of “learning to read.” This book is primarily an attack upon modern practices of reading instruction in the public schools. In these attacks, Dr. Flesch seems to disregard the fact that the newer techniques of reading instruction are the results of extensive research done by qualified educators who learned from their own experiences and those of others the inadequacies of the methods to which Dr. Flesch would have us return.

Throughout his book Dr. Flesch seems principally concerned with “word recognition” almost to the exclusion of all other major aspects of reading instruction. No teacher contradicts the importance of word recognition but even fluent word calling is not necessarily reading. Through intensive research Gates, Gray, Bond, Dolch, Russell, Hildreth, Betts, Horn, McKee, Artley and many others have developed a scientific approach to reading instruction. These people emphasize the importance of reading recognition and in their programs provide for systematic training in phonics. However, they know that this is only one phase of the total reading program and do not ignore the relatedness of word meaning, comprehension, appreciation, and evaluation.

Dr. Flesch in his book fails to recognize the existence of individual differences due to maturity levels, physical handicaps, and environmental influences caused by social and economic pressures. Dr. Helen Robinson in her book *Why Pupils Fail in Reading* shows conclusively the effects of these factors upon reading progress.

Another factor related to the reading instruction program which Dr. Flesch seems to overlook is the influence of radio, television and movies upon interests of the young learner. It requires unusual skill and energy on the part of the teacher to compete with these exciting experiences. It is highly improbable that a reading program consisting of “word structures” such as is recommended by Dr. Flesch can meet this challenge.

Shall we throw away all the “know-how” we have gained in the teaching of reading and return to the “ra-me-fa-ce-ta” methods in use thirty years ago? One of the criticisms of those attacking our schools is that children are not learning the basic skills as they did in the “good old days.” Studies show that this is not true: In 1949 a report compiled by the American Educational Research Association showed that our children are becoming better readers. The report was based on a study of 250,000 reading scores from 60 communities. Another study reported by Bates, superintendent of schools in Ohio, showed that present pupils scored higher than the pupils scored 25 or more years ago on reading tests.

Why Johnny Can't Read is little more than a criticism of modern day methods of teaching reading and contributes nothing to a better understanding of unsolved reading problems. It does, however, give erroneous impressions in respect to the complexity of reading instruction.

Fortunately we are able to recognize the words used in *Why Johnny Can't Read*, but we are grateful that we have other essential skills that help us interpret this book and put it in the proper perspective.

Edna Mantor.  
Supervisor, Campus School

## Speaking of Records

By Dean Albert

Nearly every orchestra has a gal singer, and if you have ever noticed, there are innumerable changes in most aggregations. There are some exceptions to this instability of a gal vocalist.

One of the exceptions is the Stan Kenton orchestra. In recent times, Kenton has had but three different girls. The most notable of the three is June Christy.

June's name has become almost synonymous with Kenton. After June left, Stan hired Chris Connor who never did attain much stardom.

Now, a fine performer by the name of Ann Richards has taken the vocal chores. Ann seems to have a good chance to achieve the popularity of Miss Christy.

Whatever happens in Ann's career, a certain indication of a band's quality is indicated when the performers are regulars. You can easily spot some of the inept bands by their rapid turnover of talent.

Of course, in an occupation of this type there are a number of changes, but most of the better groups keep a number of headliners.

It must be said, however, that a certain popular orchestra leader readily admits that his band has a set pseudonym for its vocalist. Therefore, to be a success it isn't necessary to have a veteran singer, but in most cases it will help if you do.



I should probably make a very dramatic closing and fade away into obscurity. However, feeling that this is impossible and not wanting to blow myself up like the late Nicky Spillane, I'll just carry on in the same old manner and then quit. This is part seven of 10.

I was asked why I didn't become a crusading columnist and really make something of the fact that there are married men doing some of the residents of Bartlett hall. Perhaps time have changed—and are still changing—but doesn't this society still believe that adultery is something that is not generally accepted? I should imagine that “mommie” at home with the children has a somewhat different view of the subject than does “hubby” here at TC.

Well, the summer session is about over. There are various comments to be made concerning this first eight week term. During the regular year we do very little the first six weeks of a quarter and work like mad the last six. Now we do very little the first six weeks and work like hell the last two.

I suppose though that it is much nicer for the teachers who are returning for advanced work. This gives them a little time for a vacation.

Bless all you people who braved all the criticism and snide remarks concerning Bermuda shorts. They may become accepted yet.

Next week—finals! But just remember vacation follows. Good luck and goodbye to you, my readers. That's 26 for budding it out.

H. K.



"I better help that new student stretch his canvas—he seems pretty anxious to get started."

## College Grad: Gladly Would He Learn and Gladly Teach

Editor's note: The following was taken from the August 14, 1953 issue of the COLLEGE EYE in the belief that these words are still appropriate at this time of graduation.

I've been to college—I'm an educated man.  
I know what an Ebbsingham Curve is. I know what an intermediate school district is. I know what John Dewey was. I've taken Fundamentals I, II, and III.  
I know what Canterbury Tales.  
I know about Plato.  
I've heard about Newton.  
I know what a platyhelminth is.  
I've studied the human liver.  
I've learned what unicellular means.  
I've been told that the teaching of geometry won't necessarily produce good logicians.  
I've been to college—I'm an educated man.

I've suffered the torture of finding out I really don't know anything. I've suffered the torture of finding out how much there is to find out.

I've been confronted by a library, unable to devour it.  
I've experienced the torment of making myself articulate and find that after four years I am still inarticulate.

I've learned that I haven't learned anything about how to live in a complex twentieth century.

I've been to college—I'm an educated man.  
I've found out that men who live in ivory towers can be just as evil and depraved as men who live outside the ivory towers.  
I've found out that men who live in ivory towers can be just as ignorant as men who live outside the ivory towers.  
I've been to college—I'm an educated man.

I don't know a thing. I'm qualified to teach in the Iowa high school. I'm qualified to hold the standard secondary certificate.  
I've been taught how to teach by educated men—men who hold Ph.D. degrees, men who hold D.Ed. degrees.  
They're all educated men. They've been to college.

Tom Pettit

## THE COLLEGE EYE

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